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ABSTRACT

The topic of this paper, the first in a series based on actual practice in education/work related programs, is educational collaboration between the school and Comprehensive Employment and Training Act (CETA) programs. The information in this paper is intended to contribute to the formulation of better policy and to aid practitioners engaged in setting up an education/work program or looking for ideas to expand one. Described are ways in which barriers to collaboration between schools and prime sponsors in CETA education projects have been removed. From these descriptions, some guidelines and recommendations for policymakers and other practitioners are synthesized. Findings are reported under four headings, where specific barriers to collaboration are presented, along with solutions: (1) getting started--how schools and prime sponsors in CETA can come together to plan programs; (2) administrative arrangements; (3) providing services--how to solve the problems of providing them in a coordinated and nonduplicative way; and (4) resources--what is available for building and expanding cooperative programs. (CMG)

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Removing Barriers to CETA/Education Collaboration

UD023 201

Removing Barriers to CETA/Education Collaboration

Guidelines and Recommendations

The experience of practitioners we have worked with, along with a survey of available literature, suggest a number of guidelines and recommendations for creating successful CETA/school relationships. These guidelines and recommendations are a synthesis of a range of experiences rather than a result of a careful testing strategy. As such, they may be also regarded as a set of hypotheses about conditions which lead to successful collaboration. The implied next step is to test the hypotheses, which we hope to do in two ways. One way is to invite reader response to the guidelines presented below. Do they accurately represent experiences you have had? What alternative or additional guidelines could you suggest? (See the back page of this newsletter for information about how to send us your suggestions.)

The second test of these guidelines will occur through ongoing knowledge development/knowledge synthesis activities which will be carried out by the Knowledge Development and Evaluation Unit of the Education and Work Program. (Further information about these activities is available from the Education and Work Program.)

The suggestions below are divided into two categories: getting collaboration

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Editor's Note

Ideas for Action in Education and Work is the beginning of what, for us, is a new way to provide service. The steady growth of interest in education/work-related programs plus the explosion of activity brought about by YEDPA in 1977 has generated a wealth of new information. But the sheer mass of this new knowledge has hindered practitioners and policymakers from effectively using it to make choices and decisions. We hope this document and the ones to follow will directly address the issue of the utility of information. Papers making up this series will be based on actual practice. We will describe work we are doing with cooperating agencies and we will try to make recommendations that seem justified, based on our experiences and research findings.

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IDEAS FOR ACTION in Education and Work

Northwest Regional Educational Laboratory

Issue 1: March 1981

ED 023201

Editor's Note (continued)

We want this series to be vital and adaptive. To accomplish this, we will seek interaction with you--the practitioner or policymaker--that goes beyond "letters to the editor." We want to exchange ideas, to report what you are doing and to describe what you see the implications of your efforts to be.

Ultimately, we hope this series will contribute in a small way to forging bonds among us in the Northwest who are concerned about solving problems related to transitions between education and work.

Our first issue is devoted to CETA/Education Collaboration, one of the most promising developments to emerge from the effort to solve youth unemployment problems. The text is written primarily to policy councils and persons with policy-setting roles in states, prime sponsors, school districts, intermediate educational service units and other organizations which serve youth. The information in these pages is intended to contribute to the formulation of better policy. The paper will also be useful to practitioners, especially those engaged in setting up a program, or looking for ideas to expand one. Exposure to the ideas and experiences of others can provide the impetus needed to get one's own program started or out of a rut.

On the back page you will find instructions about how to get in touch with us. We sincerely encourage you to do so.

Greg Druian, Coordinator
Employment Sector Initiatives
Education and Work Program

Guidelines and Recommendations
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efforts started and expanding existing collaborative efforts.

Getting Started

1. Many perceived barriers to initiating collaboration are based on inter-agency misperceptions; start-up efforts should include strategies for allowing staff who will be working together to clear up misperceptions they may have of one another.

2. Involvement of staff from all collaborating agencies should be sought at the earliest stages of planning for collaboration.

3. Identification of a key contact or liaison person accessible both to school and CETA staff seems indispensible to getting new programs off on the right foot.

4. New programs should consider establishing advisory boards and/or councils which solicit broad-based input into planning and policy-making for the program.

5. Staff of collaborating agencies should have the opportunity to develop a common understanding of the program's goals and purposes from the outset.

6. Agreements among collaborating agencies (schools and prime sponsors) should be clearly spelled out and neatly presented, and attention should be given to designation of the proper signatories to the agreement.

7. Planning for collaboration should build from a consideration of what each agency does best.

8. Youth planners and coordinators who work within the employment and training system should become thoroughly familiar with the public school system they are planning to work with; they should know whom to contact, who the "gatekeeper" in the school building is; and they should be willing to go the extra mile in initiating contact with the schools.

9. The school principal should recognize, legitimize and support the presence of CETA staff in the schools in counseling and other roles; without such support, the prospects for effective programs are diminished.

Enhancing Existing Collaboration

1. Collaboration is not a static phenomenon; it is an evolving one and such mechanisms as educational linkage monies and governor's grants should, where possible, be used to support collaborative efforts as they develop over time.

2. Academic teachers should receive training and support needed to contribute to the task of providing employability skills to young people.

3. Staff from prime sponsors, program operators and public schools should have increased access to programs, materials and staff that have made headway in providing employability development collaboratively.

4. Processes for monitoring existing efforts and planning for their enhancement should be part of all collaborative efforts.

5. The full range of resources of the educational system, including such structures as regional service agencies (such as Educational Service Districts), should be assessed for their potential role in collaborative programs.

Removing Barriers...

The Youth Employment Demonstration Projects Act (YEDPA), begun in 1977 and continued as part of the 1978 CETA amendments, represented a massive assault on the problem of youth unemployment. A cornerstone of this effort was the attempt to effect a long-range solution by helping youth develop skills and knowledge needed for the world of work. Within this context, it seemed natural for the employment and training system to work cooperatively with the public education system in providing programs where youth could learn needed skills and knowledge.

Perhaps the best known stimulus to collaboration was the so-called 22 percent setaside, which mandated prime sponsors to enter into agreements (often referred to as "LEA agreements") with local school districts to operate programs serving inschool youth. At least 22 percent of each prime sponsor's allocation for Youth Employment and Training Programs (YETP) was to be spent under the terms of such agreements.

While there have been problems implementing these agreements in some sites, the concept has, on the whole, proven workable and realistic. School districts across the country have successfully cooperated with CETA prime sponsors, and many primes have spent more than the minimum requirement of 22 percent on programs run with the schools.

In proposed legislation (the "Youth Act of 1980") to bolster opportunities for employability and basic skills development for economically disadvantaged youth, incentives for CETA/education collaboration were strengthened. Since the bill enjoyed bipartisan support, since youth employment is not in conflict with the agenda of the incoming administration and since the reauthorization of the Vocational Education Act is scheduled for 1982, there is ample reason to believe that the new administration may develop its own youth bill. If so, one can expect that incentives for collaboration will continue to be featured. One can probably also expect an increased role for the private sector in collaborative efforts.

This report describes some effective ways in which barriers to collaboration between schools and prime sponsors have been removed and, from these descriptions, synthesizes some guidelines and recommendations for policymakers and other practitioners. The Education and Work Program of the Northwest Regional Educational Laboratory has worked closely with several schools and prime sponsors in the Northwest and has had an opportunity to observe, firsthand, how people from separate agencies can work together to provide better programs for youth.* We should stress that this report does not represent a survey of all

**Agencies we have worked with directly include the Idaho Manpower Consortium; the Oregon Department of Human Resources, Employment Division (through Special Grants to Governors); and the Washington Department of Employment Security (through Special Grants to Governors*

programs and practices in the region. However, we do hope this sample yields useful ideas to other practitioners.

Our findings are reported under four headings. Under each, specific barriers and solutions are presented. First, we report on Getting Started, or how schools and prime sponsors can come together to begin to plan programs. Next, we discuss a number of Administrative Arrangements which can be put into place. Third, we describe how practitioners have solved problems of Providing Services in a coordinated and nonduplicative way. The final section describes selected Resources that are available to build and expand cooperative programs.

Getting Started

In many locations where there is successful CETA/education collaboration, there has been a history of cooperation between the schools and various agencies concerned with work. In these cases, the availability of CETA dollars through YETP fits into an already existing pattern of providing coordinated services.

Conversely, the inability of a school district and CETA to work together may be due largely to the influence of previous bad experiences in the community with CETA programs--whether dating back to the early years of CETA youth programs or related to adult employment and training. Many youth counselors find themselves avoiding the term "CETA" as they enter into discussions with schools or describe their programs to the public. They talk about "youth employment and training" or "vocational counseling" or "work experience," but not about CETA. Where there are people who want to collaborate, local conditions or history may inhibit collaboration, but they do not seem to prevent it. Where people don't want to collaborate, the most favorable conditions will not suffice to get things started.

Over time, programs can consolidate their successes and become stronger and more stable. But it is necessary to begin with realistic, though perhaps modest, goals.

Several factors can hinder the establishment of coordinated programs; some of the ones frequently encountered, along with potential solutions, are listed below.

How can we work with them? They don't...

The negative perceptions that CETA and education staff have of one another turn up in nearly every discussion of CETA/education collaboration. The issue seems to boil down to the fact that, lacking the experience of working with the other group, each "side" is swayed by stereotypes. According to these stereotypes, CETA staff are supposedly more interested in the numbers of students they process than in the students themselves; similarly, educators are supposedly unwilling to target resources to deal with students having problems caused by economic disadvantage.

Faced with such stereotypes and other barriers, the Idaho Manpower Consortium developed and delivered a workshop which would facilitate the efforts of CETA and school counselors to develop LEA agreements. The workshop was based on a careful survey of the needs of target participants, and it also benefited from a cycle of field testing and revision. In all, it was delivered to a total of 122 participants at seven sites in Idaho.

The workshop was built around the idea that in order to collaborate, participants needed to determine whether they had similar goals, to examine how present behavior helped or hindered the attainment of those goals and to build action plans for increased collabor-

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and the Balance of State prime sponsor). We have worked indirectly with the Nevada State Employment and Training Council and have provided assistance to numerous CETA-funded educational efforts including Harbor City Learning in Baltimore, MD; Bostrom Alternative School in Phoenix, AZ; the Career Development and Training Center in Upland, PA; the Women in Nontraditional Careers (WINC) Program in the Portland (OR) Public Schools; and the Warm Springs Career Exploration Project in Warm Springs, OR. Further information is available from the Education and Work Program.

ation. The core of the workshop was an activity in which CETA counselors and educators each in turn described behaviors of the other group which helped or hindered goal attainment. During this activity, the negative perceptions each "side" had about the other were aired; seeing each group as "flesh and blood people" was usually sufficient to dispel any stereotyped negative perceptions.

What's in it for schools?

Many times schools do not understand the potential benefits of cooperation and collaboration. As a result, they are reluctant to enter into a relationship with the CETA system.

There are many potential benefits to be gained from CETA/education collaboration, but prime sponsors have sometimes failed to communicate them to schools or to translate them into language easily understood by school decisionmakers.

We have found schools benefiting in five ways.

First, schools may receive the benefits of additional staff. YETP funds used for inschool programs may include the costs of additional school counselors who can supplement the work of existing staff. Sometimes the entire YETP program is located in a school district or in an educational service agency. Educational Service District #101 in Spokane, Washington and School District #7 in Yakima, Washington are good examples. In these cases, several schools may benefit from the availability of additional staff. In the more common case, a school operates one of the YETP programs and a counselor is hired as a part of the program.

In smaller rural districts, YETP funds have been used to extend a part-time counselor's contract so that the counselor can work full-time. In the Springfield, Oregon district, the work of the YETP vocational counselor was integrated into the regular school program.

Schools may benefit by being able to purchase equipment they wouldn't ordinarily be able to afford. In Fallon, Nevada, farm equipment was purchased by the school district to train YETP-eligible youth for agricultural occupations.

Another potential benefit to schools is increased ability to provide career information. Some schools have used YETP money to equip career resource centers. In Washington, a consortium of 13 school districts in Greys Harbor and Pacific counties has been operating "Project School to Work," one part of which involved implementing the Washington Occupational Information System (WOIS) in participating high schools.

The provision of career information is something that is of particular value to many schools because it enhances the education not only of YETP-eligible youth, but also of all other students in the school who take advantage of the system.

Schools benefit in a fourth, and somewhat different way. YETP programs can provide the boost to stay in school that young people facing severe economic hardships sometimes need. Earning income within a context of education and employability development, youth are encouraged to stay in school, thus giving schools a chance to perform their mission of education. The direct benefit is a lower dropout rate with the additional FTE that more students brings.

Of particular interest to small rural districts, YETP funds can be used to enhance curricular offerings by providing transportation for youth to community colleges or other educational facilities so the students can take courses not available in the local high school. Such courses may be in science, math or specific vocational areas--courses the home school could not afford to offer. Several districts in Lane County, Oregon, plan this as part of their YETP agreements.

Finally, schools can benefit from the availability of workshops on career-related matters that the prime sponsor or program operator can offer in the school.

Every time we call them, someone new answers the phone.

Turnover in CETA offices is higher than in the schools. Compounding this situation is the fact that CETA has not been around long enough for a lasting institutional tradition to have developed. As a result, progress in getting started is sometimes slow.

The collaboration workshops that were implemented in Idaho called for CETA and school counselors to sit down together and formulate plans. In several cases, it was the first time the two parties had ever communicated. As a result of the workshop, many participants made plans to hold regular meetings so that communication lines would be kept open.

Usually, CETA staff approach the schools to explain the YETP program and the opportunities available through it. But, when staff are new to their jobs, they often cannot do this effectively. Many persons are now calling for brochures, films or other products to help describe YETP to the schools. For instance, the Oregon Special Governor's Grant staff is producing a film on CETA/education collaboration. The film is designed to introduce schools to the potential of YETP and to motivate them to seek involvement with their local youth employment and training program. It will be available in late spring 1981. The State Advisory Council for Career and Vocational Education, which first suggested the idea to the Statewide CETA staff, is actively involved in the project.

The practical problems involved in working together--each agency getting used to how the other agency does things--will not be solved, however, until representatives from both agencies sit down and in good faith begin to explore how their efforts might best be merged to serve youth. In some instances, a staff person in an education service district or intermediate unit can help to initiate that discussion. In Oregon, regional career and vocational education coordinators are playing a strong role in fostering collaborative efforts between CETA and local districts. As part of their job, these regional coordinators are to advocate this collaboration with school staff. Some have become strong allies of the CETA youth program administator--helping that person understand the politics of each local district and work more effectively within the system.

There's something in it for CETA, too...

Collaboration with education agencies allows CETA counselors to provide a continuity in services not otherwise available to the individual youth. Vocational counselors can tailor a range of services to individual needs of youth--from summer employment programs to inschool work experience to on-the-job training. CETA/education collaboration also enables counselors to work with youth before they have dropped out of school. As one CETA staff person put it, "We can catch them early and, with a little bit of help at relatively low cost, get them going in a more positive direction so they won't need public assistance in the future."

Administrative Arrangements

While public schools and the CETA system have fundamentally different structures, traditions and organization, they are coming to have shared goals in the realm of youth career development. This section describes administrative arrangements we have found which seem to be effective in neutralizing negative effects of organizational differences.

The paperstorm.

Probably the most frequently mentioned complaint on the part of schools is the amount of paperwork required for each YETP-eligible youth.

While one may always hope that new legislation and/or new regulations will reduce paper requirements, there are also some things that can be done until that day arrives.

Staff hired in the schools through a YETP program are usually given the responsibility for paperwork required by the

prime sponsor. The biggest advantage of this arrangement is that it relieves the school administrator of the need to assign the paperwork to a staff member who in all likelihood is already highly overburdened.

In the case of "Project School to Work" mentioned earlier, a two-person team serves a consortium of 11 school districts and handles all the paperwork that the CETA office requires. In another project, a high school hires a work experience coordinator who is paid by the YETP project; this person works with YETP participants and handles paper requirements. Other staff tend to be more supportive of the YETP project than they would be if they received unwanted paperwork assignments.

Some primes retain the responsibility of certifying the CETA eligibility of students, which helps to diminish the school districts' paperwork. The Lane County, Oregon, prime sponsor has greatly simplified paperwork required from the schools, from initial proposals for financial agreements to intake forms for the students and payroll procedures.

The counselor doesn't know what the principal is doing.

It is extremely important that clear lines of communication be established among key persons both in the prime sponsor (or program operator) and in the school. Often, especially with nonfinancial LEA agreements, there is a tendency for the principal to sign the agreement while neglecting to tell affected persons what the agreement has committed them to. In Idaho, a completely new format for nonfinancial agreements was developed, based on input gathered at each of the seven collaboration workshops. Featured in this format were readability, both in language and in the neatness of the copy, and attention to who should sign the document. Both the principal and the school counselor were designated as signatories so that each would know what the document was requiring in terms of participation and cooperation from the school. Beyond this, care should be taken so that persons on each level know how to contact their counterparts in the other agency.

Credentials.

Sometimes the issue of credentials keeps a program from ever getting started; more frequently, it is a roadblock that prevents a youth from receiving the best possible services. At issue here is the reluctance on the part of some educators to recognize the abilities of CETA counselors who may lack "appropriate" credentials.

There appear to be two principal effects of this problem. First, there is a refusal to accept results and interpretation of testing carried out by CETA counselors, since they are thought to lack necessary training. Second, there is a reluctance to grant school credit for work experiences received as part of a YETP program, since the work experience supervisor or CETA counselor does not have instructional credentials.

The obvious and immediate solution to this problem is to make sure that persons in key roles have appropriate certification. For example, the vocational instructor in a small school district (Selkirk) in Washington is designated as the contact for YETP-eligible youth in that school. Since he teaches a vocationally approved Diversified Occupations (DO) class and is responsible for arranging work experience placements for students in that class, he is in a position to offer work experiences for YETP-eligible youth for which they can receive credit, provided they are enrolled in the DO class.

Operators of YETP programs may require certain kinds of certification for staff who work with youth. In Nevada, where the collaboration workshop developed in Idaho was adapted and implemented in four sites, the Nevada Personnel and Guidance Association is actively recruiting CETA staff. This serves both to enrich the NPGA as well as to widen the opportunities available to the CETA personnel.

It may also be possible to arrange for temporary certification of instructors as a way to grant school credit for the learning that goes on in a worksite.

Providing Services

Services allowable under YETP are of two kinds: career employment experience (CEE) and transition services. Career employment experience consists of either work experience or on-the-job training, along with career information, counseling (including career counseling), occupational information and placement services. It is a mistake to think of CEE as consisting only of work experience; at a minimum, the services of career information, counseling, occupational information and placement must be provided. As a result, there is a high potential for complementing programs such as career and vocational education, which may already be in place. Some schools tie their YETP work experience program into the existing vocational education program. Work experience may be available only to youth enrolled in vocational clusters.

YETP has given some schools a means to extend work experiences to juniors and sophomores for the first time. In these schools, cooperative work experience (paid private sector placement) has typically been available only to seniors. YETP opens up public sector and private, not-for-profit placements, permitting a greater number of youth to become involved.

Transition services are some 22 in number which range from counseling and job placement to day care and transportation. The goal of these services is to enhance the employability of youth. Certain transition services, called "limited transition services," are available to all youth, regardless of YETP eligibility. These are counseling, occupational education and training information, job referral information, placement services and assistance in overcoming sex stereotyping in job development, placement and counseling. Transition services can also be provided to 14- and 15-year olds, an important point in view of the growing evidence that these are the ages where the highest dropout rate is occurring.

Do comprehensive programs exist?

One of the most promising comprehensive approaches to providing work experience, linking the work experience with basic and life skills training and providing individualized activities for YETP-eligible youth, is Experience-Based Career Education (EBCE). The National Experience-Based Career Education Association is presently studying how EBCE is being adapted to meet the needs of YETP-eligible youth and the results will be forthcoming in a monograph of the Department of Labor's Office of Youth Programs. One local example of an EBCE program being funded in part with 22 percent setaside monies is the $(CE)_2$ program in Medford, Oregon. Another is the Warm Springs Career Exploration Project in Warm Springs, Oregon.

In another effort, the Education and Work Program has completed the first phase of a project being undertaken for the Washington Special Governor's Grant office. Four models of CETA/vocational education were developed, based on the experiences of practitioners in Washington. One model is based on the vocational cooperative education program; another takes advantage of the variety of offerings in a large high school; a third focuses on the opportunities that can be provided by a multi-district vocational cooperative or skills center; and the fourth involves youth in prevocational exploration, using the resources of a vocational-technical institute.

But the public sector is so limited...

A common misconception about YETP is that youth can be placed only in public agencies or private, not-for-profit agencies. In fact, vocational exploration programs may be offered in which youth explore careers in private industries while being paid a stipend (in lieu of wages). A good example of this exists in the Bellingham Vocational-Technical Institute, where private sector tutorials enable youth to spend short periods of time learning about careers.

Available Resources

The most advanced form of collaboration exists when agencies agree on goals they have in common and then mutually allocate resources to achieve those goals.

YETP has not been around for a long time, but already the foundations for joint resource allocation seem to have been put into place.

The trends evident in youth program planning reflect this, too, by placing a heavy emphasis, in the form of financial incentives, on interagency collaboration. Under the Consolidated Youth Employment Program (CYEP), a demonstration currently underway in sites across the nation (including Yakima, Washington and the Washington Balance of State prime sponsor), a greatly expanded role for the schools is foreseen. One of the purposes of CYEP is to provide uninterrupted services to the youth throughout the period of education. This provides an opportunity to involve schools early in the process of employability planning.

Regardless of whether there is new youth legislation, the trend toward consolidation is likely to continue. Prime sponsors and schools will need to collaborate on such tasks as developing a system of individualized service approaches based on "benchmarks" or demonstrable standards youth can use to show their employment readiness.

Several resources are available in the Northwest to help persons who wish to take advantage of the current positive climate for developing youth employment programs. Three of these are listed below.

The Education and Work Program at the Northwest Regional Educational Laboratory carries out research and development for the National Institute of Education, the Department of Labor, the U. S. Department of Education, state and local educational agencies, prime sponsors and state governor's grant offices. With several projects going on at once, this program is in a position to offer a multiple perspective. Chief interests of the program in the youth employment area are adapting EBCE to the needs of economically disadvantaged youth, training and technical assistance in CETA/education collaboration and developing an information exchange for practitioners involved with all levels of experiential learning.

Osoro and Associates has just opened, under contract with the U. S. Department of Labor, a National Brokering Service for prime sponsors. The Brokering Desk will coordinate CETA prime sponsors who have youth-specific management assistance requests with the resources to meet those requests. Prime sponsor staff interested in this service should contact their regional Department of Labor office for authorization. Further information is available from the Brokering/Resource desk, Osoro and Associates, 2025 Eye Street, N.W., Suite 1111, Washington, D.C. 20006 (telephone 202/659-9480). Along with the Brokering Desk, Osoro provides assistance to prime sponsor staff through a new publication entitled Youth Networker: Employment and Training Knowledge Development By and For Local Youth Staff. The purpose of the publication is to synthesize what has been learned in local programs for use by other local youth employment and training staff.

The Youth Practitioners' Network is an informal voluntary association of persons who work in employment and education programs for youth. Supported with funds by the Rockefeller Foundation and operated by Brandeis University, the network (which is still in initial stages of organization) plans to carry out its work through a series of regional networks. In each federal region, a network of interested persons is forming for purposes of technical assistance, professional development and policy review. In Region X, a contact person will soon be named from each participating state (Alaska, Idaho, Oregon and Washington). To become involved in the network, or to get further information about it, contact Robert E. Blum, Director, Competency Based Education Program, Northwest Regional Educational Laboratory, 300 S. W. Sixth Avenue, Portland, Oregon 97204 (telephone 503/248-6800).

In addition, the following resources are important to be aware of. Each Department of Labor regional office maintains a resource center. The addresses and telephone numbers of the resource centers serving NWREL member states are as follows:

Region VIII (Montana)
ETA Regional Resource Center, Region VIII
ETA Library
U.S. DOL/ETA, Room 16417
Federal Office Building
1961 Stout Street
Denver, CO 80202
303/837-4571

Region X (Alaska, Idaho, Oregon, Washington)
ETA Regional Resource Center, Region X
U.S. DOL/ETA
Federal Office Building, Room 1092
909 First Avenue
Seattle, WA 98174
206/442-7239

Youth Coordinators at each regional office are also helpful sources if information. Youth coordinators serving the northwest area are:

Sandy Goldman
Region VIII Youth Coordinator
U.S. DOL/ETA 16th Floor
1961 Stout Street
Denver, CO 80202
303/837-4681

Bud Wigel, Region X Youth Coordinator
U.S. DOL/ETA
Federal Office Building, Room 1145
909 First Avenue
Seattle, WA 98174
206/442-7930

Persons seeking assistance with CETA/Education collaboration should be certain to contact the youth planner in their prime sponsor.

Finally, the following list of persons from states served by NWREL represents some people in the area with experience in CETA/Education collaboration. They may be able to provide additional assistance or refer you to others who can help.

Alaska
Gary Fuller, Supervisor, CETA/YES
State Department of Education, Pouch F
Juneau, AK 99811
907/465-2980

Idaho
Laura Holt
Idaho Department of Employment
P.O. Box 35
Boise, ID 83735
208/384-2051

Montana
Pat Feeley, Consultant
Career Education
Office of Public Instruction
State Capitol
Helena, MT 59601
406/449-3806

Nevada
Dave Lundberg
Research and Educational Planning Center
University of Nevada, Reno
Reno, NV 89557
702/784-4921

Oregon
Gary Tuck, Specialist
Career and Vocational Education
Portland Public Schools
501 North Dixon
Portland, OR 97227

Washington
Loretta Horton
Employment Security Department
Employment and Training Division
Mail Stop EL-01
1007 S. Washington
Olympia, WA 98504
206/753-5250

Readings on CETA/LEA Collaboration

"The Comprehensive Employment and Training Act of 1978: How Community, Junior and Technical Colleges Can Participate" American Association of Community and Junior Colleges, Office of Governmental Relations, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036, May 1980.

"Case Studies of Vocational Education-CETA Title IV Programs," vol. 1, CONSERVA, Inc., 401 Oberlin Road, Suite 110, Raleigh, NC 27605, January 1980.

"Mechanisms for the Coordination of Vocational Education and CETA," vol. 2, CONSERVA, Inc., 401 Oberlin Road, Suite 110, Raleigh, NC 27605, January 1980.

Jim W. Atteberry and David W. Stevens, "A Vocational Educator's Guide to the CETA System," Critical Issues Series, No. 3, American Vocational Association, 2020 North Fourteenth Street, Arlington, VA 22201, 1980.

Wesley Apker, "Policy Issues in Interrelating Vocational Education and CETA," Occasional Paper No. 56, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210, December 1979.

Paul L. Franklin, "The Comprehensive Employment and Training Act: A Guide for Educators," College Board Publication Orders, Box 2815, Princeton, NJ 08541, 1979.

Paul L. Franklin and Raymond J. Lewis, "A Guide to Service Programs for In-school Youth: CETA Working with Education," Oregon Employment Division, September 1980.

"Impacts of YEDPA on Education/CETA Relationships at the Local Level: Five Case Studies," Office of Youth Programs Special Report Number 1, U.S. Department of Labor, Washington, D.C., August 1978

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For information on NWREL products related to CETA/education collaboration, contact the Education and Work Program.

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Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue · Portland, Oregon · 97204

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Forthcoming Publications

This document is the first in what is projected to be a series of knowledge synthesis papers in the area of Education and Work. Possible future topics for papers include Youth Employability Development, Lifelong Learning and Involving the Private Sector. Please send us your suggestions for topics you'd like to see covered here.

Let Us Know What You Think

This paper is intended as a useful tool for policymakers and practitioners. Has it met that goal? We'd like to know! We'd also like to know if you have any questions about the material presented here. And, we'd welcome your suggestions for future issues: format, content, tone, length--any ways you can think to make this series more useful to you.

The Knowledge Development and Evaluation Unit of the Education and Work Program is responsible for production of this paper series under a contract with the National Institute of Education. Thomas R. Owens, Associate Director, Education and Work Program, has the overall responsibility for producing this paper series. Greg Druian was responsible for this issue. Overall questions about the Education and Work Program should be addressed to Larry McClure, Director, Education and Work Program, Northwest Regional Educational Laboratory, 300 S. W. Sixth Avenue, Portland, Oregon 97204 or call 503/248-6800.